

# Summer Lane Primary Out of School Club

Summer Lane Primary School, Summer Lane, BARNSELY, South Yorkshire, S75 2BB

<b>Inspection date</b>	20/11/2014
Previous inspection date	01/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff provide a wide range of interesting and stimulating activities that are based on children's needs and interests. This complements the learning they receive at their school to help children build skills for their future learning.
- Children are happy and confident within this welcoming environment. They form strong attachments with staff, which supports their emotional needs.
- Staff help children understand the benefits of a healthy lifestyle including how to keep their bodies and minds healthy, which supports children's all-round well-being.
- The safeguarding of children is good. Staff know the procedures to follow and a policy is in place, which underpins practice. This is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.
- Partnerships with parents and the school means all adults involved with the children have a good knowledge of each child's needs. They work together successfully to ensure each child receives high levels of support.

### It is not yet outstanding because

- Children's self-esteem and confidence are not maximised, as there are few opportunities for children to show their work, awards and achievements.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the activities in the play areas indoors and outdoors.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and some policies and procedures.
- The inspector took account of the views of a parent spoken with on the day.

## Inspector

Helene Terry

## Full report

### Information about the setting

Summer Lane Primary Out of School Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed. The club operates from a classroom in Summer Lane Primary School in Barnsley, South Yorkshire. The school grounds are used for outdoor play. The club employs four members of staff, of whom three hold appropriate early years qualifications at level 3. The club is open Monday to Friday term time only, from 7.15am to 8.40am and from 3.15pm to 6pm. Children attend for a variety of sessions. There are currently 60 children attending, of whom four are in the early years age group.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- strengthen children's self-esteem and confidence, for example, by providing a clearly designated area for children to display their work, awards and achievements.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff create a welcoming and interesting environment where children play purposefully because they choose activities that they are interested in. The arrangement of the playroom enables children to choose activities, rest quietly, or engage in more active play outside. Staff organise an appropriate balance of adult-led and child-initiated activities. In addition, they work flexibly to follow children's interests and change focus as they follow children's lead. As a result, children are motivated and engage very well in all of the activities. Therefore, they develop the skills that they need for the next stages in their learning. Staff obtain information from parents about children's interests and prior knowledge when children first start at the club. In addition, staff and teachers have many valuable opportunities to discuss the individual needs of the children, and to make plans that help them progress. Staff also ensure parents are fully informed about children's play and learning at the club. This enhances continuity in children's care and helps children to continue learning at home.

Staff play and work alongside the younger children. Children respond very positively to suggestions by staff to try new skills. For example, they focus well on knitting activities, and say that they are making a scarf. Staff sit and chat with the children about their school day and interests, which promotes relationships and enhances communication and language skills. Staff encourage children to think through activities and discover things for themselves. For example, children find insects outdoors and examine them with the magnifying glasses. They then use the computer as an information source, to discover more detail about what they have found. Therefore, they use technology well and show

effective problem solving skills.

Children help themselves to art and craft materials. They enjoy painting, drawing and art work, using techniques, such as, tie-dye, which effectively promotes their early writing skills and their creativity. In addition, they also use the computers to create art. Consequently, they develop their understanding of technology further. Staff provide lots of opportunities for children to build and join pieces together, using a variety of construction materials. For example, children make tree houses from small bricks and pictures using small beads. This develops physical skills and fine muscle movements. To ensure that children develop their imaginations and learn how to cooperate, play and work together, the staff organise sessions where children do not have access to electronic equipment. Children take part in 'loose part play', where they work together to build constructions using large cardboard boxes, containers and tubes to build creations. As a result, children learn through fun and exciting activities.

### **The contribution of the early years provision to the well-being of children**

Staff build warm and trusting relationships with the children, which helps to promote children's emotional well-being. There is an effective settling-in process, which is tailored to meet the needs of each individual child. New parents have ample time to talk and raise questions with the staff, including the key person, to help with the smooth move from home. The staff show genuine interest in the children, listening attentively and swiftly helping to meet their personal needs. This approach enables children to feel safe and secure, and gives them the confidence to develop their independence in exploring the playroom and outdoor environment. Children who become upset or need reassurance are gently taken to one side to be comforted. Staff and children discuss their concerns appropriately to ensure confidentiality is maintained and children's feelings are protected. Children swiftly recover and are ready to play once again. Children's independence skills are promoted very well. Resources are all accessible in boxes and containers, which enables children to make choices and help themselves. In addition, children help prepare their own snacks and meals, and make choices about what they want to eat and drink. Children's photographs are clearly displayed in the playroom to boost children's sense of belonging. However, there is no clear designated area for children to display their work, awards or achievements to further boost their self-esteem.

Staff help children of different ages play well with each other. In addition, staff make sure that children understand behavioural expectations, so that they play harmoniously. Children are well behaved, play cooperatively and share and take turns. Staff offers warm praise to each child, including when they help children younger than themselves. This approach enables children to develop positive self-esteem and be spontaneously caring towards others. Staff provide good opportunities for children to engage in rough-and-tumble play, in a designated area, to keep children safe. As a result, children develop their emotional intelligence and ability to learn. The club allows the children the freedom to manage risks as they play. For example, children are encouraged to climb and challenge their bodies physically, so that they build confidence in their own abilities.

The club encourages children to understand the benefits of a healthy lifestyle. Meals and

snacks are healthy, and children are fully involved in preparing the food. Discussions about the items they eat contributes to their growing understanding about the importance of a healthy diet. Children also benefit from opportunities to exercise and enjoy the fresh air in the extensive outdoor play area. They access fresh water to drink throughout their time at the club, and are independent in regards to their personal hygiene care. The club also helps children understand about the need to keep their minds healthy. The 'mind apple tree', where children display ideas about what keeps their minds healthy, shows that children understand other aspects of healthy living, such as, playing with friends and taking part in physical activities.

### **The effectiveness of the leadership and management of the early years provision**

The management team understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded well. Staff have a clear understanding of child protection, and the procedures to follow if they have concerns about a child in their care. They understand what to do if an allegation is made against a colleague. There is a clear policy in place about the use of mobile phones and cameras. Consequently, effective policies and procedures are in place and are followed by staff to protect children. Staff complete regular risk assessments to ensure that all aspects of the club that children come into contact with are safe and secure. Staff supervise children well and recognise when they need additional support or reassurance. This further protects children. Recruitment procedures are strong. All staff are thoroughly checked before being employed. A commitment to ongoing training ensures staff continue to meet statutory obligations and develop skills, which support their work with the children. The manager carries out regular supervision with staff to assess skills and to identify any areas for improvement. The team work well together to support the needs of each child in their care.

Monitoring and evaluation processes are strong and work well to enhance the quality of play, care and learning experiences for all children at the club. The planning of the activities is monitored well by the manager to ensure children's individual needs and interests are met. Self-evaluation is ongoing as staff engage in daily discussions, reflect on practice and review the provision in the light of children's changing needs. Parents' and children's views about the club are actively sought through questionnaires, discussions and observations. As a result of parents suggestions, the breakfast club's opening hours have been extended, and a one hour after-school session has been introduced to meet the needs of children and their families. Children's views influence all aspects of the club and recent feedback has resulted in new outdoor equipment being purchased. All of the recommendations raised at the previous inspection have been addressed. As a result, children's welfare has been further enhanced.

The partnership with parents and the school are strong; consequently, this provides continuity of care for the children. Parents receive good information about the club through leaflets and emails. A noticeboard is also accessible with good information. Parents comment that they are very happy with the care their children receive at the club,

and they appreciate their flexibility to meet their needs. They comment that, 'it is child friendly club with a positive atmosphere'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY405061
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	850630
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Julie Sharman
<b>Date of previous inspection</b>	01/07/2010
<b>Telephone number</b>	01226 205 363

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

